BLISS

English Textbook for Class IX
Second Language

West Bengal Board of Secondary Education
77 / 2, Park Street, Kolkata - 700016

THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি **সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র** রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক **ন্যায়বিচার**; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার **স্বাধীনতা**; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের **সমতা** প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্ভ্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে **সৌভ্রাতৃত্ব** গড়ে তুলতে; **আমাদের গণপরিষদে**, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, **এতদ্দারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি** এবং **নিজেদের অর্পণ করছি**।

PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education named `BLISS' has been prepared. This series of textbooks is based on the new curriculum and syllabus framed and recommended by the `Expert Committee' comprising of eminent academicians. The books are in the line with the vision of NCF 2005.

The new textbook for Class IX is meant for the learners of English as second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. "BLISS" aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language and literature.

It is hoped that the new series will be able to replace the fear of learning English with an eagerness to learn a language which is not foreign any more but a language of modern communication and trade.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist Ashok Bhowmik. I thank him for his notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

President
West Bengal Board
of
Secondary Education

December, 2017
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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the Secondary level fall under a newly named series, 'Bliss'. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Bliss : English textbook for class IX** is ' Sharing our planet'. A teachers' guideline is appended at the end of the book. The textbook ventures to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited a famous artist to illustrate the book. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. We express our sincere gratitude to Samindranath Majumdar for his active help and support to make the project a success. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank you.

Aveek Majumder

December, 2017
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Lesson 1

Tales of Bhola Grandpa

—Manoj Das

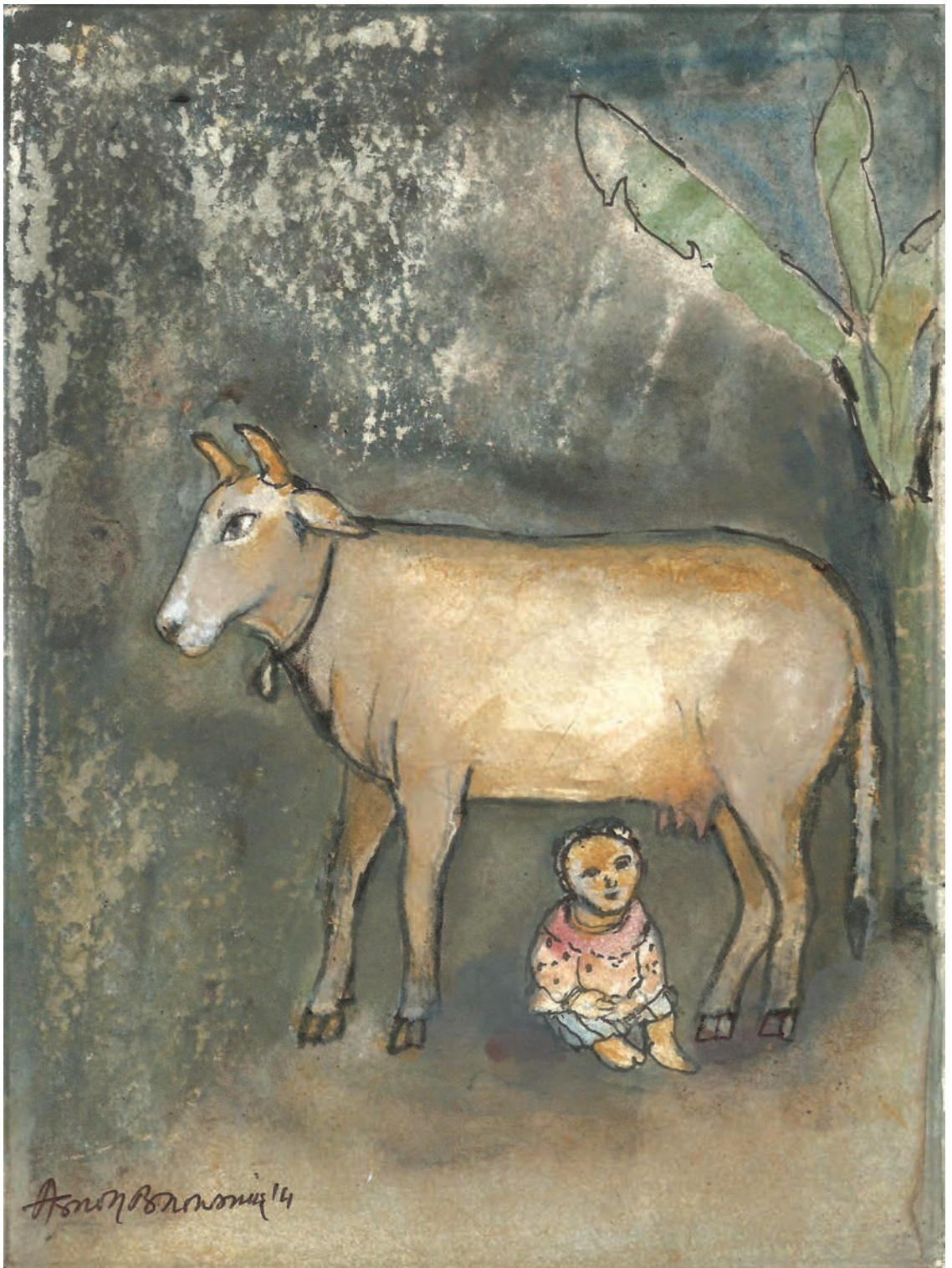
The author and the text :

Manoj Das *(1934-) is an Indian award-winning bilingual writer who writes in Oriya and English. He has written many novels, short stories, poems, travelogues and articles on history and culture.*

This text is an edited version of Das's short story which narrates Bhola Grandpa's hilarious adventures seen through the eyes of a young man who had known him closely. The simplicity and forgetfulness of Bhola Grandpa provides an element of humour on which the story hinges.

Bhola Grandpa and his wife lived at the western end of our village. A large bokal tree overshadowed their hut. In the bokal tree lived a small troop of monkeys. Bhola Grandpa and his wife did not mind it.

One moonlit night, we were returning from a festival. The road was long and foggy. I was riding on the village chowkidar's shoulders. Suddenly, Bhola Grandpa let out a loud wail. Everyone in our party was surprised. We halted. Enquiry revealed that Bhola Grandpa had taken his grandson to the festival. He had tightly held on to the two fingers of the boy. He did not realize when those fingers slipped out. Bhola Grandpa was continuing as before. Then someone asked Bhola Grandpa what he was gripping. He remembered his grandson and let out a loud wail.

My father chose two sharp-eyed men from our party to go back with Bhola Grandpa to the festival. The grandson was found before long. He had taken a cosy shelter under a cow's belly.

I remember another funny incident about Bhola Grandpa related by my father. It had been a rainy afternoon. Bhola Grandpa, wild with excitement, told my father and his friends that he had seen a gang of pirates. They were burying a large box under one of the **sand dunes** on the seashore by our village. At once father and his friends started looking for the hidden treasure. Evening passed on to night. Moonlight came in through the clouds. A pack of jackals were howling. It was past midnight. At this point of time, Bhola Grandpa confessed that there was no real treasure. It was all a dream which he had during his midday nap.

Once Bhola Grandpa had a great adventure in the Sunderbans. In those days Royal Bengal tigers freely roamed the dense jungles of the Sunderbans. People took care to move about only in groups, particularly after sundown.

One evening, Bhola Grandpa was returning from the weekly market. Suddenly at a distance of about five yards behind him, he heard the growl of a Royal Bengal tiger. Bhola Grandpa turned and found the bright gaze of the tiger on his face.

Bhola Grandpa instantly climbed up a nearby banyan tree. The tiger roared and circled the tree about a hundred times. Then it settled down under a bush without taking its eyes off him. With nightfall, the forest grew dark and silent. Bhola Grandpa could hear the tiger beating its tail on the dry leaves. Hours passed.

Dawn broke with the cooing of doves. Bhola Grandpa came down. There was a group of men on a mound a little away. Bhola Grandpa climbed the mound and requested the first man he saw for some water to drink. The man had seen the tiger waiting. He was much **bewildered**. “What is your secret that you simply walked past the hungry beast and it did nothing?” he asked Bhola Grandpa.

The tiger was stretching its limbs and yawning. Then, Bhola Grandpa remembered the tiger and looked at it. Bhola Grandpa almost lost his senses in fear. He ran back home.

Half a century later, Bhola Grandpa left us forever one morning at the age of ninety-five. His eighty-year old wife lamented much. She said with a sigh, “The old man must have forgotten to breathe.”

Word Nest :

sand dunes – small hills of sand formed by the wind

bewildered – confused

Textual questions :

Exercise 1

Tick the correct answer from the given alternatives:

1. In the bokal tree there lived
   - (a) crows ☐
   - (b) monkeys ☐
   - (c) tigers ☐
   - (d) sparrows ☐

2. On the way back from the festival, Bhola Grandpa tightly held on to the two fingers of his
   - (a) son ☐
   - (b) cousin ☐
   - (c) grandson ☐
   - (d) nephew ☐

3. A gang of pirates were burying a
   - (a) large box ☐
   - (b) small box ☐
   - (c) large bag ☐
   - (d) small bag ☐

4. Bhola Grandpa was returning from the
   (a) yearly market ☐
   (b) monthly market ☐
   (c) daily market ☐
   (d) weekly market ☐

5. Bhola Grandpa died at the age of
   (a) eighty-five ☐
   (b) ninety-five ☐
   (c) fifty-five ☐
   (d) seventy-five ☐

Exercise 2

Answer the following questions within fifteen words:

(a) When did Bhola Grandpa let out a loud wail?

(b) Where had the grandson found a cosy shelter?

(c) What request did Bhola Grandpa make to the first man he saw on the mound?

(d) How old was Bhola Grandpa's wife when he died?

Exercise 3

Answer the following questions within twenty-five words:

(a) Why was no real treasure found under the sand dunes?

(b) What did the tiger do after Bhola Grandpa had climbed up the banyan tree?

(c) What was the reason of Bhola Grandpa's death according to his wife?

Grammar in use:

Exercise 4

Change the mode of narration of the following sentences:

(a) Bulbuli said to his friend, “Will you come tomorrow?”

(b) Paulami says,” I am fine.”

(c) The teacher said to the students, “Keep quiet.”

(d) My mother said to me, “May your dreams come true.”

(e) The students said,” Sir, please allow us to play in the field.”

Exercise 5

In each of the sentences of the following passage some articles and prepositions are used in an incorrect manner. Underline them and replace them with the appropriate ones:

On an winter night I was aboard a boat. It was a moonlit night full on stars. The boat was anchored up a great river. I was thrilled to see a beauty of nature.

Composition:

Exercise 6

Write a dialogue within 100 words on the need to ban the use of animals like tigers and lions as circus attractions :

Hints: wild animals decreasing— ill treatment to animals in circuses—criminal offence—laws against such—need to be humane to animals

Exercise 7

Write a story within 100 words using the given hints. Give a title to the story:

Hints: returning from educational excursion by bus—night journey—sudden breakdown—tyres punctured—had to wait for two hours at a lonely place—tyres fixed—back home

Lesson 2

All about a dog

— A.G Gardiner

The author and the text :

Alfred George Gardiner *(1865–1946) was a British journalist and author. His essays, written under the pen-name, 'Alpha of the Plough', are highly regarded. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner.* The Pillars of Society, Pebbles on the Shore, Many Furrows *and* Leaves in the Wind *are some of his well known writings.*

In this text, which is an edited version of Gardiner's essay of the same name, the author observes how a bus conductor makes a lady go up to the uncovered top of a double-decker bus on a freezing evening just because she is carrying a dog. While watching the incident and its reaction among other passengers, the author wonders whether rules should be tempered with goodwill in order to make them more humane.

I was travelling in a bus. It was a bitterly cold night, and even at the far end of the bus the east wind cut like a knife. The bus stopped and two women and a man got in together and filled the vacant places. The younger woman carried a little **Pekinese dog**. The conductor came in and took their fares. Then his eye rested on the **beady-eyed** dog. I saw trouble coming up. This was the opportunity for which the conductor had been waiting, and he intended to make the most of it. I had marked him as the type who had a general vague grievance about everything. He seemed to have a particular grievance against passengers who came and sat in his bus while he shivered at the door.

"You must take that dog out," he said.

"I shall certainly do nothing of the kind. You can take my name and address," said the woman. She had evidently expected the challenge and knew the reply.

"You must take the dog out—that's my order."

“I won’t go on the top of the bus in such weather. It would kill me,” said the woman.

“Certainly not,” said her lady companion. “You’ve got a cough as it is.”

“It’s nonsense,’’ said her male companion.

The conductor pulled the bell, and the bus stopped. “This bus doesn’t go on until that dog is brought out. He stepped on to the pavement and waited. It was his moment of triumph. He had the law on his side. Everybody in the bus was on the side of the lady and her dog. They talked in raised voices:

“Shameful.”

“Call the police!”

“Let’s all report him!”

“Let’s make him give us our fares back.”

“Yes, that’s it; let’s make him give us our fares back!”

The little animal sat blinking at the dim lights, unconscious of the trouble he had caused.

The conductor came to the door. Some passengers demanded, “Give us our fares back— you’ve engaged to carry us— you can’t leave us here all night!” “No fares back,” said the conductor.

Two or three passengers got out and disappeared into the night. The conductor turned on the pavement, went to the driver to have a talk with him. Another bus, the last on the road, went by. It seemed indifferent to the shouts of the passengers to stop. A policeman **strolled up** and looked in at the door. The passengers burst out with **indignant** protests and appeals. “Well, he’s got his rules, you know,” he said **genially**. Then he went away to stand a few yards down the street. There he was joined by two more constables.

Still the little dog blinked at the lights and the conductor walked to and fro like a captain in the hour of victory. A woman passenger’s voice rose above the **gale**, threatening the bus conductor. But he was cold as the night and hard as the pavement. She expressed her anger to the three policemen who stood up the street watching the drama. Then she came back, called her companion, and vanished. The bus was emptying.

“I’ll go to the top,” said the young lady with the dog, at last.“You’ll have pneumonia,’ the man said.

When she had disappeared up the stairs, the conductor came back and pulled the bell. The bus went on. He stood triumphant, while his conduct was criticized in his face by the passengers.

Then the bus developed engine trouble and the conductor went to the help of the driver. It was a long job. Meanwhile, the lady with the dog stole down the stairs and re-entered the bus. When the engine was put right, the conductor came back and pulled the bell. Then his eye fell on the dog, and his hand went to the bell-rope again. The driver looked round, the conductor pointed to the dog, and the bus stopped. The whole struggle began all over once again. The conductor walked on the pavement, the little dog blinked at the lights, the lady again declared that she would not go to the top, and finally went.

The bus was soon empty, and I was the last passenger left behind. "I've got my rules," the conductor said to me. He had won his victory, but felt that he would like to justify himself to somebody.

"Rules," I said, "are necessary things. Some are hard and fast rules, like the rule of the road, which cannot be broken without danger to life and limb. But some are only rules for your guidance, like that rule about the dogs. You can use your common sense here. They are meant to be observed in the spirit, not in the letter, for the comfort of the passengers. You have kept the rule, but broken its spirit. You should mind your rules with a little good will and good temper."

He took it very well, and when I got off the bus he said "Good night" quite amiably.

Word Nest :

Pekinese dog	–	a small dog with flat face and long, soft fur
beady eyed	–	small eyed
strolled up	–	walked up
indignant	–	angry
genially	–	pleasantly
gale	–	storm

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

1. The younger woman carried a little
   - (a) spaniel
   - (b) bull dog
   - (c) Pekinese dog
   - (d) spitz
2. The younger woman was suffering from
   - (a) stomach pain
   - (b) back pain
   - (c) fever
   - (d) cough
3. The bell was pulled by the
   - (a) conductor
   - (b) driver
   - (c) younger woman
   - (d) older woman
4. The number of policemen to whom the woman expressed her anger was
   - (a) Three
   - (b) four
   - (c) five
   - (d) six
5. The problem the bus faced was with the
   - (a) tyre
   - (b) engine
   - (c) brake
   - (d) horn

Exercise 2

Answer the following questions within fifteen words:

(1) How many people got into the bus with the younger woman?

(2) What was the conductor's order to the younger woman?

(3) Why did the conductor stand triumphant?

(4) What is that rule which cannot be broken without danger to life and limb?

Exercise 3

Answer the following questions within twenty-five words:

(1) When did the author feel that trouble was coming up?

(2) Mention two demands made by the passengers when the bus stopped.

(3) How are rules of guidance to be observed?

Grammar in use:

Read the following sets of sentences:

Set 1:

(a) You **have kept** the rule.

(b) The conductor **had pulled** the bell.

(c) The lady **will carry** a dog.

(d) The conductor **will have returned** the fare.

Set 2:

(a) The rule **has been kept** by you.

(b) The bell **had been pulled** by the conductor.

(c) A dog **will be carried** by the lady.

(d) The fare **will have been returned** by the conductor.

In the first set of sentences, the form of the verb shows that the person denoted by the subject **does something**.

In the second set of sentences, the form of the verb shows that something **is done to the subject.**

Exercise 4

In the following sentences, underline the verb forms which show that the person denoted by the subject does something. Circle the verb forms which show that something is done to the subject:

(a) She has sung a song.

(b) A song has been sung by her.

(c) He will draw a picture.

(d) A picture will be drawn by him.

The verb forms that you have underlined are in **active voice**. The verb forms you have circled are in **passive voice**.

The **active voice** is the form of the verb which shows that the person denoted by the subject does something. The **passive voice** is the form of the verb which shows that something is done to the subject.

Exercise 5

Change the voice of the following sentences:

(a) Nila has bought a book.

(b) They will have seen the cricket match.

(c) Bhola had seen a tiger.

(d) The nurse will attend the patient.

Exercise 6

Change the voice of the following sentences:

(a) Do the sum.

(b) The poem was written by her.

(c) Open the door.

(d) The man is known to me.

Exercise 7

Change the voice of the following sentences:

(a) They agreed to my plan.

(b) My brother lost my favourite pen.

(c) The man is writing a letter.

(d) Titli is looking for her watch.

Exercise 8

Tick the correct alternative given in the brackets:

(a) It (rains / has been raining / is raining) since morning.

(b) Last Sunday I (went / had been going / go) to the zoo.

(c) I (will be / was / am) in class X next year.

(d) Rina (have reached / had reached / has reached) home just now.

Composition:

Read the instruction given below and also the paragraph that follows:

Use the following flow-chart and write a paragraph on the process of washing dirty clothes:

Flow-chart:-

water taken in bucket— detergent powder mixed—dirty clothes dipped for thirty minutes—scrubbed—washed in fresh water—rinsed and dried—pressed—ready to use again

Process of washing dirty clothes

Dirty clothes need to **be washed** and made ready for wear. At first, water is taken in a bucket. Next, detergent powder is mixed into the water. Then the dirty clothes are dipped into the mixture and kept for thirty minutes. After that, the clothes are scrubbed thoroughly one by one. Later, the clothes are washed in fresh water. Then, they are rinsed and dried well. Now, they are folded and pressed. Finally, the clothes are ready to be used again.

The above paragraph has the following features:

- A suitable title
- An introductory sentence
- Passive voice is used (e.g. ‘be washed’)
- Use of linkers (e.g. at first, then, next, after that, later, now, finally etc.)
- The stages of the flow-chart are carefully followed
- A concluding sentence

Process writing requires the features given above.

Exercise 9

Use the following flow chart to write a paragraph within 100 words on how to prepare orange juice:

oranges bought from the market—sorted—rotten ones removed—cleaned—peeled—put in juicer—juice extracted—sugar and preservatives added—poured in bottles—sealed—ready to be sold

Exercise 10

Write a paragraph within 100 words on how you plan to take care of street dogs. Use the following hints:

cruel actions towards street dogs—necessity of looking after them—ways of taking care of the dogs—conclusion

Lesson 3

Autumn

—John Clare

The poet and the text :

John Clare *(1793 –1864) was an English poet famous for his celebratory representations of the English countryside and his lamentation of its disruption. Some of his notable collections of poetry are* First Love, Snow Storm, The Village Minstrel *and* Other Poems *etc.*

The following poem presents a pen-picture of the mellow beauty of autumn in the countryside. As this season comes just before winter, it is characterized by falling leaves, bare branches and strong winds.

I love the fitful gust that shakes
The casement all day,
And from the mossy elm-tree takes
The faded leaves away,
Twirling them by the window pane
With thousand others down the lane.

I love to see the shaking twig
Dance till the shut of eve
The sparrow on the cottage rig,
Whose chirp would make believe
That spring was just now flirting by
In summer's lap with flowers to lie.
I love to see the cottage smoke
Curl upwards through the naked trees,

The pigeons nestled round the **cote**

On dull November days like these;

The cock upon the dung-hill crowing,

The mill sails on the heath a-going.

The feather from the raven's breast

Falls on the **stubble lea**,

The **acorns** near the old crow's nest

Fall **pattering** down the tree;

The grunting pigs, that wait for all,

Scramble and hurry where they fall.

Word nest:

twirling – spinning round and round
cote – nest
stubble – the short lower part of the stem of crops
lea – grass-covered land
acorns – small brown nut of the oak tree
pattering – making repeated, quick, light sounds

Textual questions :

Exercise 1

Tick the correct answer from the given alternatives:

1. All through the day the fitful gust shakes the
   (a) window-pane ☐
   (b) curtains ☐
   (c) casement ☐
   (d) door ☐

2. The poet loves to see the shaking twig dance till the
   - (a) coming of dawn
   - (b) end of night
   - (c) end of afternoon
   - (d) shut of eve

3. The sparrow sat on the
   - (a) cottage rig
   - (b) house-top
   - (c) mossy elm-tree
   - (d) casement

4. The pigeons nestled round the
   - (a) cage
   - (b) cote
   - (c) branch
   - (d) heath

5. The cock was crowing upon the
   - (a) dunghill
   - (b) lea
   - (c) tree tops
   - (d) mill-sails

6. The grunting pigs
   - (a) walk slowly
   - (b) scamper by
   - (c) scramble and hurry
   - (d) dive and swim

Exercise 2

Answer the following questions within twenty five words:

(i) What happens to the leaves of the mossy elm-tree in autumn?

(ii) What are the things the poet loves to see on November days?

Grammar in use:

Exercise 3

State whether the following sentences are in Active or Passive Voice:

(a) Anil will visit his grandmother's house.

(b) The President has left his office.

(c) The project will have been finished by the students.

(d) Promita's leave has been sanctioned by the school authority.

Exercise 4

Change the voice of the following sentences:

(a) The boy has read out the letter.

(b) I shall have bought a cricket bat by tomorrow.

(c) Sohini's friends had organised a picnic.

(d) The football team will put up a brave fight.

Exercise 5

Change the following sentences into indirect speech:

(a) I said to him, "Will you share your tiffin with me?"

(b) Anjan's mother said, "Your father has left for Mumbai."

(c) The girls triumphantly said, "Hurrah! We have won the match."

(d) He says, "Let you be successful in life."

(e) The captain informed, "The tournament was postponed last month."

Composition:

Exercise 6

Use the following flow-chart to write a paragraph within 100 words on how to make paper:

cutting down of bamboos—making pulp—adding chemicals—rolling into sheets—adding colour—drying—ready for use

Exercise 7

Write a biography of Annie Besant within 100 words based on the hints given below:

Hints: born on 1st of October 1847 in London—famous British writer—well known Socialist, activist for the rights of women—participated in Indian politics—joined the Indian National Congress—became the first woman President of the Indian National Congress in 1917—passed away on 20th of September 1933 in Madras, India.

Lesson 4

A Day in the Zoo

—Gerald Durrell

The author and the text :

Gerald Malcolm Durrell *(1925 –1995) was an English zookeeper, conservationist and author. He founded what is now called the` Durrell Wildlife Conservation Trust' and the `Jersey Zoo' (now `Durrell Wildlife Park') on the Channel Island of Jersey in 1958. He is perhaps best remembered for writing a number of books based on his life as an animal enthusiast.*

The following passage is an extract from Menagerie Manor *by Gerald Durrell, where the author talks about how he set up his own zoo in Jersey, helped by a team dedicated to the cause of the animals. The extract describes a typical day in the zoo and the experience of the zoo-workers, and offers us an interesting insider's view of the zoo.*

It is one thing to visit a zoo as an ordinary member of the public. It is quite another thing to own a zoo and live in it. It certainly enables you to rush out at any hour of the day or night to observe the animals. It also means you are on duty twenty-four hours a day.

The average zoo day begins just before dawn. The sky will be slightly tinged with yellow when you are awakened by the birdsong. You can hear a robin singing. You hear the rich, fruity, slightly **hoarse** cries of the **touracos**, and a joyful blackbird. As the last of his song dies, the white-headed thrush bursts into an excited cry. Looking out into the courtyard, on the velvet green lawns you can see an earnest group of peahens searching the dewy grass. A male peahen is dancing, his burnished tail raised like a fountain in the sunlight.

At eight o' clock the zoo staff arrives. You can hear them shout greetings to each

other. Sounds made by their buckets and brushes are heard. You go out into the cool fresh morning to see if all is right with the zoo.

The monkeys and other mammals live in the long, two-storied granite house. Here you find a lot of activity. The gorillas have been let out of their cages while the cages are cleaned. They gallop about on the floor with the high spirits of children just out of school. They try to **wrench** the electric heaters from their sockets, or break the **fluorescent** lights. Stephen, broom in hand, stands guard over the apes. Inside the gorilla's cages Mike, plump and ever-smiling, is busy along with Jeremy. They sweep up the mess on the floor and scatter fresh white sawdust. Everything, they assure you, is all right. All the animals, excited and eager at the start of a new day, bustle about the cages. Etam, the black Celebes ape, clings to the wire, baring his teeth at you in greeting.

Upstairs in the house, the parrots and parakeets salute you with a **cacophony** of sounds. Suku, the grey parrot cries, "I'm a very fine bird." A host of quick-footed, bright-eyed mongooses **patter** busily around their cages. The hairy **armadillo** lies on its back, paws and nose twitching.

You pass slowly down the house to the big cage at the end where the touracos now live. The male, Peety, I had reared while in West Africa. He peers at you from one of the higher perches. Then, if you call to him, he will fly down and land on a perch nearest to you. Then he will throw back his head and give a husky cry, "Caroo...Caroo... caroo... coo....coo...coo..."

You come out of the birdhouse, then walk to the reptile house. Here, in a pleasant temperature of eighty degrees the reptiles doze. Snakes regard you calmly with lidless eyes. Frogs make gulping sounds; lizards lie draped over rocks and tree trunks.

At ten o' clock the zoo gates open and the first rush of visitors arrive. As they come flooding into the grounds, everyone has to be alert. This is not to ensure that the animals do not hurt the people, but to make sure that the people do not hurt the animals. If an animal is asleep, they want to throw stones at it or **prod** it with sticks to make it move. We have found visitors trying to give the chimpanzees lighted cigarettes and razor blades. The uncivilized behaviour of some human beings in a zoo has to be seen to be believed.

Towards evening the visiting crowd thins out. The slanting rays of the sun light the cage where the crowned pigeons live. As the light fades, the robin ceases to sing and flies off to roost in the mimosa tree. The white-faced owls that have spent all day pretending to be grey tree stumps, now open large golden eyes. Shadows are creeping over the flower beds and rockery. There is a sudden chorus from the chimpanzee's bedroom. You know they are quarrelling over who should have the straw.

As you lie in bed, you watch through the window the moon separating itself from the shadow of the trees. You hear the lions cough. Soon it will be dawn and the chorus of birds will take over; the cold morning air will ring with song.

Word Nest :

hoarse	–	rough-sounding
touracos	–	a species of bird originally from southern Africa
wrench	–	to twist something with force
fluorescent	–	producing bright light
cacophony	–	a mixture of loud, unpleasant sounds
patter	–	a repeated, quick and light sound
armadillo	–	a mammal with claws found in America
prod	–	to push with a finger or with a pointed object

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

1. The average day in a zoo begins just before
   - (a) dusk ☐
   - (b) dawn ☐
   - (c) afternoon ☐
   - (d) evening ☐

2. The birds searching the dewy grass on the lawn were
   - (a) peahens ☐
   - (b) peacocks ☐
   - (c) robins ☐
   - (d) thrushes ☐

3. Stephen with a broom in his hand was guarding over the
   - (a) bears ☐
   - (b) gorilla ☐
   - (c) apes ☐
   - (d) armadillo ☐

4. The name of the black Celebes ape was
   - (a) Etam ☐
   - (b) Jeremy ☐
   - (c) Mike ☐
   - (d) Stephen ☐

5. The reptiles dozed in the temperature of
   - (a) sixty degrees ☐
   - (b) seventy degrees ☐
   - (c) eighty degrees ☐
   - (d) ninety degrees. ☐

Exercise 2

Answer the following questions within fifteen words:

(1) How does the sky look as one is awakened by the birdsong?

(2) How do the parrots and parakeets salute the people?

(3) What do all the animals do at the start of a new day?

(4) As the light fades, where does the robin fly off to?

Exercise 3

Answer the following questions within twenty-five words:

(1) What work do Jeremy and Mike do in the gorillas' cages?

(2) Describe the state of the frogs and snakes in the reptile house.

(3) What would one see and hear while lying in bed at night?

Grammar in use:

Exercise 4

Classify the underlined adverbs according to their functions in the chart given below:

(a) I have already done the job.

(b) Bappa can go anywhere for his work.

(c) Puja often comes to my place.

(d) Nargis sings sweetly.

Functions of adverbs

Manner	Time	Place	Frequency

Exercise 5

Underline the clauses in the following sentences and state what kind of clauses they are:

(a) As he was not there, I spoke to his brother.

(b) The house where Nazrul was born is in Churulia.

(c) She said that she would return soon.

(d) Have you read the book which you borrowed from me?

Read the following sentences:

(1) The average zoo day begins just before dawn.

(2) You pass slowly down the house to the big cage at the end where the touracos now live.

(3) Soon it will be dawn and the chorus of birds will take over.

In sentence 1, there is one subject (i.e. 'The average zoo day') and one predicate (i.e. ' begins just before dawn'). It has one finite verb ('begins'). **A sentence that has one subject, one Predicate and one finite verb is called a simple sentence**.

In sentence 2, there is one principal clause (i.e. ' You pass slowly down the house to the big cage at the end') and one dependent clause (i.e. ' where the touracos now live'). **A sentence that has one principal clause and one or more dependent clauses is called a complex sentence.**

In sentence 3, there are two principal clauses:

(a) Soon it will be dawn

(b) the chorus of birds will take over

The two clauses are joined by the conjunction 'and'.

A sentence that has two or more principal clauses and they are joined by a conjunction is called a compound sentence.

Exercise 6

Identify the following sentences as simple, complex or compound sentence:

(i) He is too tired to walk alone.

(ii) I have a friend who lives in Mumbai.

(iii) Priyam wrote a letter but he got no reply.

(iv) Being ill, I could not attend school.

(v) She told me that she would enter a house which is believed to be haunted.

(vi) The sun shines brightly and the flowers bloom.

Composition :

Suppose you live in a school hostel and are under an attack of viral fever. The doctor has prescribed medicines and advised complete bed rest. Therefore you need to go home. Write a letter to the Headmaster/Headmistress of your school seeking leave for the same.

The Headmaster/ Headmistress ①
XYZ School
BF Block, Salt Lake
Kolkata - 700091

Sub: Leave of absence ②

Sir/Madam, ③

④This is to inform you that I, Srijit Das, a student of class IX A of your school have fallen ill with severe viral fever since last Thursday. The doctor has prescribed medicines and advised complete bed rest.

Since I live in the school hostel, it is my earnest request to you to kindly allow me a week's leave, beginning tomorrow, so that I may go home. The leave will help me recover soon.

I shall be obliged if you kindly grant me permission.

Thanking you,
Yours sincerely, ⑤
Srijit Das ⑥

School Hostel ⑦
ABC School
BF Block Salt Lake
Kolkata- 700091
24th of July, 2014 ⑧

A letter to a Headmaster/ Headmistress is a formal letter. It generally has eight main parts:

1. The name, designation and address of the person to whom you are addressing the letter
2. Subject of the letter in brief
3. Greeting/salutation
4. Body of the letter
5. Subscription
6. Signature/name of the person writing the letter
7. The writer's address
8. Date of writing

The name and address of the person to whom the letter is sent is written on the envelope.

Exercise 7

Write a letter to the Headmaster/Headmistress of your school within 100 words seeking leave for three days to visit your ailing grandmother.

Exercise 8

Write a letter to your friend within 100 words narrating your experience of visiting a Wild Life sanctuary.

Lesson 5

All summer in a Day

—Ray Bradbury

The author and the text :

***Ray Douglas Bradbury** (1920 –2012) was one of the most celebrated American fiction writers of the twentieth century. He wrote science fiction, fantasy, horror and mystery stories. His most famous stories are* Fahrenheit 451, The Martian Chronicles, The Illustrated Man *and* It Came from Outer Space. *Many of his works have been adapted into comic books, television shows and films.*

This text is an excerpt from a science fiction which gives us an imaginary account of life on the planet Venus. It touchingly narrates the keen expectations of the children of Venus who eagerly wait for the sun to appear after seven years, but only for an hour. The deviation of the text from what we know as scientific fact only adds to the imaginative element of the tale.

It had been raining for seven years. Thousands upon thousands of days filled from one end to the other with rain. The days were filled with the gush of water and endless showers. Heavy storms caused tidal waves to come over the islands. A thousand forests crushed under the rain, had grown up a thousand times to be crushed again. This was the way of life forever on planet Venus. Here was located the schoolroom of the children belonging to men and women who came by rockets from Earth. They set up a civilization in this raining world.

"Ready?"

"Ready."

"Now?"

"Soon."

"Will it happen today, will it?"

"Look, look, see for yourself."

The children in the schoolroom **chattered** and pressed to each other like so many roses. They peered out of the window to look at the hidden sun.

It rained.

“It’s stopping, it’s stopping.”

The children were all nine years old. When the sun came out last time seven years ago they were too young. They could not recall the sun when it came out for just an hour and showed its face to the stunned world.

All day yesterday they had read in class about the sun. They learned how like a lemon it was and how hot. They had written small stories, essays or poems about it.

“I think the sun is a flower

That blooms for just one hour.”

That was yesterday. Today, at this moment, the rain was slackening. The children gathered at the great thick windows.

“Where’s our teacher?”

“She’ll be back.”

“She must hurry or she’ll miss it.”

The rain **slackened** still more.

The children were eager to see the sun. They had been on Venus all their lives. They had been only two years old when the sun last came out. They had long since forgotten the colour and the heat of how it really was. They played in the echoing tunnels of the underground city and sang of summer and the sun.

The rain stopped.

It was as if a hurricane had lost its sound. There were no motions or tremor but peace. The world grounded to a standstill. The silence was so immense one would feel as if the ears had been stuffed. The children put their hands to their ears. They stood apart. The door slid back. The smell of the silent, waiting world came to them.

The sun came out.

It was the colour of flaming bronze and it was very large. The sky around it was blazing blue. The jungle burned with sunlight. The children, released from their spell, rushed out, yelling, into the summertime.

"Now, don't you go too far," their teacher called after them. "You've only an hour, you know."

The children were running and turning up their faces to the sky to feel the warm sun on their cheeks. They took off their jackets and let the sun warm their arms.

"Oh, it's better than lamplights, isn't it?"

"Much, much better."

They stopped running and stood in the great jungle that covered Venus. The jungle grew and never stopped growing. The jungle had spent years without the sun. It was the colour of rubber, ash and ink.

The children lay out laughing on the jungle mattress. They ran among the trees. They slipped and fell. They pushed each other and played hide and seek. Most of all they **squinted** at the sun until tears ran down their faces. They breathed the fresh air and listened to the silence which held them in a blessed sea of no sound. They looked at everything and **savoured** everything. Then, wildly, like animals escaped from their caves, they ran and ran, shouting, in circles. They ran for an hour and did not stop running.

And then—

In the midst of their running, one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

"Oh, look, look." She said trembling.

The children gathered slowly to look at her opened palm.

In the centre of it was a single large raindrop.

The girl began to cry, looking at it.

The children glanced quickly at the sky.

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a cloud of mist. A cool wind blew around them. They turned and slowly walked towards their underground houses. Their smiles had vanished.

A boom of thunder startled them.

They tumbled upon each other and ran.

“Oh, oh”.

Lightning struck all around them. The sky darkened into midnight in a flash.

The children stood at the doorway to the underground houses until it was raining hard. Then they closed the doors and heard the gigantic sound of the rain falling everywhere.

“Will it be seven more years before the sun comes out again?”

“Yes.”

With pale faces they looked out of the window at the world that was raining now, raining and raining steadily.

Word Nest:

chattered	–	talked quickly and continuously
slackened	–	slowed down
squinted	–	looked at something with eyes partly shut
savoured	–	enjoyed the full taste of something

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

1. Men and women came from the Earth to Venus by
   - (a) aeroplanes ☐
   - (b) helicopters ☐
   - (c) rockets ☐
   - (d) satellites ☐

2. The children learned that the sun was like a/an
   - (a) lemon
   - (b) apple
   - (c) orange
   - (d) guava
3. The children had long forgotten the colour of the
   - (a) Earth
   - (b) Sun
   - (c) Venus
   - (d) Moon
4. When the children felt warm in the sun they took off their
   - (a) jackets
   - (b) sweaters
   - (c) blazers
   - (d) coats
5. The children came to know that the sun would come out after
   - (a) two years
   - (b) six years
   - (c) seven years
   - (d) nine years

Exercise 2

Answer the following questions within fifteen words:

- (a) How did the heavy storms affect the islands of Venus?
- (b) What did the children write about the sun?
- (c) Where did the children play?
- (d) How did the jungle in Venus look?

Exercise 3

Answer the following questions within twenty-five words:

(a) Why were the children eager to see the sun?

(b) What did the children do immediately after the rain stopped?

(c) Why do you think that the children were feeling unhappy when it started raining again?

Grammar in use:

Read the following sets of sentences:

Set 1:

(a) A cool wind blew around them.

(b) When the sun came out last seven years ago they were too young.

(c) They took off their jackets and let the sun warm their arms.

Set 2:

(a) A wind that was cool blew around them.

(b) The sun came out last seven years ago and they were too young then.

(c) Taking off their jackets, they let the sun warm their arms.

In Set 1,

sentence (a) is a simple sentence;

sentence (b) is a complex sentence;

sentence (c) is a compound sentence.

In Set 2,

sentence (a) is a complex sentence;

sentence (b) is a compound sentence;

sentence (c) is a simple sentence.

Note that —

(1) **A simple sentence can be converted to a complex sentence** by expanding a word or phrase into a subordinate clause (noun, adjective or adverb clause).

(2) **A simple sentence can be converted to a compound sentence** by expanding a word or a phrase into a main clause and the clauses are joined by a coordinating conjunction.

(3) **A complex sentence can be converted to a simple sentence** by contracting the subordinate clause(noun, adjective or adverb clause) into words or phrases.

(4) **A complex sentence can be converted to a compound sentence** by replacing the subordinate clause with a main clause and adding a coordinating conjunction.

(5) **A compound sentence can be converted to a simple sentence or to a complex sentence** by changing the sentence structure accordingly.

Exercise 4

Do as directed:

(a) I have a blue pen.(Change into a complex sentence)

(b) Seeing a snake, the boy shouted. (Change into a compound sentence)

(c) I know a man who is very wise.(Change into a simple sentence)

(d) The girl who is dancing on the stage is my sister.(Change into a compound sentence)

(e) I met my friend and told her about an incident. (Change into a simple sentence)

(f) The sky was overcast but it didn't rain. (Change into a complex sentence)

Composition:

Read the following letter carefully:

Imagine that you are interested in enrolling yourself to a basic computer course that has been advertised in an English daily. Now write a letter to the Advertiser/Director of ABC Computer Education Centre asking him/her about some of the important aspects of the course like eligibility, duration, weekly routine and course fees.

To
The Director,①
ABC Computer Centre,
3 Chowringee Road,
Kolkata-700001.

Sub: Enquiry for Admission②

Sir/Madam,③

④In response to your advertisement in 'The Telegraph', dated 19th July 2014, I wish to get myself enrolled in your institution to pursue the Basic Computer Course. Please let me know the following as soon as possible :

(a) Eligibility/minimum qualification required.
(b) Course fees
(c) Duration of the course
(d) The probable weekly class-routine.

I hope to receive an early reply from you.

Thanking you,

Yours sincerely,⑤
Pradip Sinha⑥

Bishnupur ⑦
24 Parganas South
23rd July, 2014⑧

A formal letter enquiring about something related to the professional world is a **Letter of Enquiry**.

It has generally eight main parts:

(1) To whom you are addressing the letter (The name, designation and address of the addressee)

(2) Subject of the letter in brief

(3) Greeting/salutation

(4) Body of the letter

(5) Subscription

(6) Signature/name of the person writing the letter

(7) The writer's address

(8) Date of writing

The name and address of the person to whom the letter is sent is written on the envelope.

Exercise 5

Write a letter within 100 words to the postmaster of your locality informing him about the loss of an important letter addressed to you, and requesting him to help you get it.

Lesson 6

Mild the Mist upon the Hill

—Emily Jane Bronte

The poet and the text :

Emily Jane Bronte *(1818 –1848) was an English poet and novelist, best remembered for her only novel,* Wuthering Heights*, long considered a classic of English literature.*

In this poem the blue mist that surrounds the distant mountains reminds the poet of the happy days of youth and childhood that she has left behind. As she describes the landscape, she shifts from the present moment to the past, and then to the present again.

Mild the mist upon the hill,
Telling not of storms to-morrow;
No; the day has wept its **fill**,
Spent its store of silent sorrow.

Oh, I'm gone back to the days of youth,
I am a child once more;
And '**neath** my father's sheltering roof,
And near the old hall door.

I watch this cloudy evening fall,
After a day of rain:
Blue mists, sweet mists of summer **pall**
The horizon's mountain-chain.

The damp stands in the long, green grass
As thick as morning's tears;
And dreamy scents of **fragrance** pass
That breathe of other years.

Word Nest:

fill	–	make full
'neath	–	an abbreviated form of beneath
pall	–	a thick cloud
fragrance	–	sweet smell

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The mist was upon the
- (a) grass ☐
- (b) roof ☐
- (c) hill ☐
- (d) leaf ☐

(2) The sorrow of the day is described as
- (a) silent ☐
- (b) terrible ☐
- (c) overwhelming ☐
- (d) little ☐

(3) The hall door mentioned in the poem is
- (a) new ☐
- (b) large ☐
- (c) broken ☐
- (d) old ☐

(4) The poet watches the cloudy

(a) morning

(b) evening

(c) afternoon

(d) night

(5) The colour of the mist is

(a) grey

(b) white

(c) yellow

(d) blue

(6) The damp stands on the

(a) wall

(b) floor

(c) bush

(d) grass

Exercise 2

Answer the following questions within twenty-five words:

(1) Where does the poet see herself when she thinks of her childhood?

(2) What did the poet watch on the 'cloudy evening'?

Grammar in use:

Exercise 3

Identify the following sentences as simple, compound and complex:

(i) He is too short to climb the wall.

(ii) The sky was blue and the sun shone bright.

(iii) The old man who lived in a village believed that the earth was flat.

(iv) Leaving a job midway is not a good practice.

(v) Last week I met a friend who gave me a bag which is brown in colour.

Exercise 4

Do as directed:

(i) The question was so easy that everyone could answer it.(Change into a simple sentence)

(ii) A friend in need is a friend indeed. (Change into a complex sentence)

(iii) Pollution is one of the most severe threats to our beautiful planet. (Change into a compound sentence)

(iv) Do or die. (change into a complex sentence)

(v) He was confused and stopped working. (Change into a simple sentence)

Composition:

Exercise 5

Write a letter within 100 words to the Headmaster/Headmistress of your school seeking leave of two days for the purpose of attending the marriage ceremony of your elder sister.

Exercise 6

Suppose you had bought a book from a bookstore. By mistake you left it there instead of bringing it back with you. Providing details of the book and its author, write a letter within 100 words to the owner of the store to find the book and keep it until you come to collect it.

Lesson 7

Tom Loses a Tooth

—Mark Twain

The author and the text :

Mark Twain*(1835 –1910), pseudonym of Samuel Langhorne Clemens, was an American author and humorist. He wrote* The Adventures of Tom Sawyer *and its sequel*, The Adventures of Huckleberry Finn. *He helped to create and popularize a distinctive line of American literature based on American themes and language*.

This text is an extract from Mark Twain's novel The adventures of Tom Sawyer. *The story is about the childhood pranks of a young boy who is looking for ways to avoid going to school but is caught in his own trap.*

Tom always found Monday mornings to be miserable. Monday began another week's slow suffering in school.

Tom lay thinking. Presently, he wished that he was sick: then he could stay home from school. He investigated his body with the hope of finding some ailment. He thought that he had found symptoms of stomach trouble. He began to grow hopeful. However, the symptoms soon grew feeble and wholly went away.

Tom thought further. Suddenly he discovered something. One of his upper front teeth was loose. He felt lucky. He was about to **groan** when it occurred to him that if Aunt Polly was to know she would surely pull it out and that would hurt. Tom thought he would hold the tooth in reserve for the present. He remembered hearing from a doctor that a certain ailment could lay up a patient for three days and make him lose a finger. He eagerly drew his sore toe from under the sheet and held it up for inspection. He did not know the necessary symptoms. However, it seemed like a good chance. Tom fell to groaning. But his brother Sid slept on.

Tom groaned louder. He fancied that he began to feel pain in the toe. No response

came from Sid. Tom then started a succession of groans. However, Sid snored on. Tom became excited. He said, “Sid, Sid!” and shook him. This course worked well.

Sid yawned, then raising himself on his elbow, stared at Tom. Tom went on groaning.

Sid said, “Tom! Say Tom!”

No response.

“Here, Tom! Tom! What’s the matter, Tom?”

Sid shook him and looked in his face anxiously.

Tom **moaned** out: “Oh, don’t, Sid. Don’t shake me.”

“Why, what’s the matter, Tom? I must call auntie.”

“No, never mind. It’ll be over by and by, maybe. Don’t call anybody.”

“But I must! Don’t groan so, Tom, it’s awful. How long have you been this way?”

“Hours. Ouch! Oh, don’t stir so, Sid. You’ll kill me.”

“Tom, why didn’t you wake me sooner? Oh, Tom you aren’t dying, are you? Don’t Tom, oh don’t.”

“I forgive everybody, Sid. Tell them so.”

Sid had rushed to call help.

Tom’s imagination was working perfectly by now and his groans had gathered a genuine tone.

Meanwhile, Sid flew downstairs and said: “Oh, aunt Polly, come! Tom’s dying!”

“Dying?”

“Yes. Don’t wait, come quick.”

“What rubbish! I don’t believe it.”

She flew upstairs with Sid and Mary, Tom’s cousin. Her face grew pale and her lips trembled. When she reached the bedside, she gasped out:

“Tom! Tom, what’s the matter with you?”

“Oh, auntie, I’m-”

“What is the matter with you child?”

"Oh, auntie, my toe is paining."

The old lady sank into a chair. She laughed a little, then cried a little.

Then she said:

“Tom, what a shock you did give me! Now shut up the nonsense and get out of this.” The groans ceased. The toe pain vanished. Tom felt a little foolish and said, “Aunt Polly, how my tooth aches! The pain is more than that in my toe.”

“Your tooth, indeed! What’s the matter with your tooth?”

“One of them is loose and it aches awfully.”

“There, there, now don’t begin that groaning again. Open your mouth. Your tooth is loose but you’re not going to die for that. Mary, get me a silk thread.” Tom said: “Oh, please auntie, don’t pull it out. It doesn’t hurt any more. Please auntie, I don’t want to stay home from school.”

“So all this was because you wanted to stay home from school and go fishing? Tom, Tom, I love you so much and you try to break my heart in every way with your naughtiness!”

By this time the dental instrument was ready. The old lady fastened one end of the silk thread to Tom’ tooth and the other end to the bed-post. She pulled and the tooth hung **dangling** by the bed post. Tom now had a gap in his upper row of teeth. This enabled him to smile in a new and admirable way.

Word Nest :

groan – to make a long deep sound when in pain

moaned – cried out in a prolonged tone

dangling – hanging or swinging freely

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) Tom felt miserable on the mornings of

- (a) Sunday ☐
- (b) Monday ☐
- (c) Thursday ☐
- (d) Saturday ☐

(2) If Aunt Polly was to know that Tom had a loose tooth, she would

- (a) call a doctor ☐
- (b) bring him some medicines ☐
- (c) surely pull it out ☐
- (d) tell him to rest ☐

(3) Tom drew his sore toe from under the

- (a) sheet ☐
- (b) blanket ☐
- (c) pillow ☐
- (d) mosquito-net ☐

(4) Sid flew down the stairs to call

- (a) the doctor ☐
- (b) Mary ☐
- (c) the nurse ☐
- (d) aunt Polly ☐

(5) The thread that Mary got aunt Polly was made of

- (a) cotton ☐
- (b) jute ☐
- (c) silk ☐
- (d) wool ☐

Exercise 2

Answer the following questions within fifteen words:

(1) Which one of Tom's tooth had come loose?

(2) How are Sid and Mary related to Tom?

(3) Why did Tom ask Sid not to stir him?

(4) Why did Tom pretend his toe was paining?

Exercise 3

Answer the following questions within twenty five words:

(1) What did Tom remember hearing from a doctor?

(2) How did Aunt Polly react to the news that Tom was dying?

(3) How was Tom's loose tooth taken out?

Grammar in use:

Read the following sets of sentences:

Set 1:

(a) Tom is dying.

(b) Tom groaned louder.

Set 2:

(a) Is Tom dying?

(b) Did Tom groan louder?

In Set 1, both the sentences are **Assertive sentences.**

In Set 2 both the sentences are **Interrogative sentences.**

Assertive sentences are transformed into Interrogative sentences by placing the auxiliary verb before the subject and the main verb immediately after the subject.

Assertive sentences that do not have an auxiliary verb are transformed into Interrogative sentences by providing an auxiliary according to the sense of the sentences.

Now, read the following sets of sentences:

Set 3:

(a) Tom, what a shock you gave me!

(b) Tom said, please auntie, don't pull it out.

Set 4:

(a) Tom, you gave me a great shock.

(b) Tom requested his auntie not to pull it out.

In the sentences of Set 3, the first sentence is Exclamatory and the second sentence is Imperative.

In Set 4, both the sentences are **Assertive.**

Exclamatory sentences are transformed into Assertive sentences by decreasing the emotional content of the sentences and removing the Exclamatory mark to give the sentences the form of a statement.

Set 5:

(a) He wished that he was sick.

(b) Tom, you will not die.

Set 6:

(a) He wished that he was not well.

(b) Tom, you will remain alive.

In set 5, the first sentence is an Affirmative sentence and the second sentence is a Negative sentence.

In set 6, the first sentence is Negative and the second sentence is an Affirmative sentence.

Affirmative sentences are transformed into Negative sentences with certain modifications, like using words as 'not', 'no', 'never' etc., without effecting any change in meaning.

Negative sentences are transformed into Affirmative sentences with certain modifications, by removing words as 'not', 'no', 'never' etc., without effecting any change in meaning.

Exercise 4

Do as directed:

(a) Rafique was running fast. (change into an interrogative sentence)

(b) The boy would never forget the exciting incident. (change into an affirmative sentence)

(c) We had a wonderful time last evening. (change into an exclamatory sentence)

(d) He loves to play football. (change into an interrogative sentence)

(e) Rina tried all her plans. (change into a negative sentence)

(f) Shut the door, Robin. (change into an assertive sentence)

Read the following sentences:

Set 7:

(a) A certain ailment could lay up a patient on bed for three days.

(b) This year in the month of June the monsoon has set in.

(c) I cannot put up with such rude behaviour.

Set 8:

(a) A certain ailment could confine a patient to bed for three days.

(b) This year in the month of June the monsoon has begun.

(c) I cannot tolerate such rude behaviour.

In set 7, the underlined verbs of each sentence combine with prepositions or adverbs, or in some cases, both. Such combinations are called **Phrasal Verbs.**

In set 8, we see that the underlined verbs substitute the phrasal verbs mentioned in set 7.

Exercise 5

Replace the underlined words with suitable phrasal verbs from the list given below. Change the form of verbs where necessary. There is one extra phrasal verb in the list:

(a) The enemy surrendered without a fight.

(b) The child recovered in a month.

(c) The police investigated the case.

(d) Puja could understand what her sister said.

(e) The old man could not remember his childhood experiences.

List of phrasal verbs: look into, make out, look for, come round, give in, call up

Composition:

Write a report within 100 words for an English daily using the given information:

Incident : Severe cyclone(80km/hr)

Date : 11 June, 2013

Time : 6-45 P.M.

Place : Coastal areas of West Bengal

Cause : Depression in Bay of Bengal

Result : 60 people died, many homeless, train services disrupted

Relief : State government provided immediate relief

Cyclone hits Coastal West Bengal ①

—By a Staff Reporter ②

Kolkata, June 12, 2013: ③ A severe cyclone with a speed of 80 km. per hour hit the coastal areas of West Bengal yesterday evening at about 6-45 p.m. Caused by a deep depression in Bay of Bengal, the cyclone ripped through the state resulting in huge damage to life and property. 60 persons have died and thousands have been rendered homeless. Train services have been disrupted leaving a number of people stranded. The state government has taken immediate steps to provide relief to the victims. More than 5000 people have been evacuated to temporary relief shelters. The Chief Minister has reviewed the situation and assured the people of all help.

Note that in writing a newspaper report the following points must be kept in mind:

(1) There must be a heading .

(2) Write: 'By a Staff Reporter' either at the top right hand corner below the heading or at the right hand corner below the report.

(3) Place and date must be mentioned.

In newspaper reporting:

- past and present form of verbs are generally used
- according to the sense of the sentences, the use of voice and tense may vary

Exercise 6

Write a newspaper report on a road accident within 100 words. Use the following hints:

brake failure of a bus—collided with a truck—5 injured including a child and a woman—injured sent to hospital—released with first aid—traffic disrupted—police intervened—normalcy restored

Lesson 8

His first flight

—Liam O'Flaherty

The author and the text :

Liam O'Flaherty (1896 –1984) *was a significant Irish novelist and short story writer and a major figure in the Irish literary renaissance. His most famous books include* The Informer, Return of the Brute, House of Gold *etc.* His First Flight, *a short story which symbolizes the nervousness one experiences before doing something new, is regarded as one of his most famous works.*

The following text, an abridged version of this short story, is about a young seagull and his experience of learning how to fly. The story focuses on how fear must be conquered before one may achieve anything of significance, like the young seagull, who had to be brave in order to fly.

The young seagull was alone on his **ledge**. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. When he had run forward to the **brink** of the ledge he became afraid. The great expanse of the sea stretched down beneath, and it was miles down. He felt certain that his wings would never support him. So he bent his head and ran away back to the little hole where he slept at night. His father and mother had come around calling to him shrilly. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, he had watched his parents flying about with his brothers and sister. They were teaching them the art of flight and how to dive for fish. He had seen his elder brother catch his first **herring**, while his parents circled around proudly.

The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Now there was not a single scrap of food left in the straw nest. His little grey body trotted back and forth on the ledge. He was trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a

sheer fall, with the sea beneath. He could surely reach them without flying if he could only move northwards along the cliff. But then on what could he walk? There was no ledge, and he was not a fly.

He stepped slowly out to the brink of the ledge. He stood on one leg with the other leg hidden under his wing. Closing one eye and then the other, he pretended to be falling asleep. Still his parents took no notice of him. He saw his two brothers and his sister lying on the plateau. They were dozing, with their heads sunk into their wings. His father was **preening** his feathers on his white back. Only his mother was looking at him. She was standing on a little high **hump** on the plateau, eating a piece of fish. The sight of the food maddened him.

"Ge, ga, ga," he cried, begging her to bring him some food. "Gaw-ool-ah," she screamed back. He kept calling, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. But when she was just opposite to him, she halted, her wings motionless. The piece of fish in her beak was almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer. And then, maddened by hunger, he dived at the fish.

With a loud scream he fell outwards and downwards into space. Then terror seized him and his heart stood still. But it only lasted a moment. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under the stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was **soaring** gradually downwards and outwards. He was no longer afraid. Then he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. His mother flew past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him, screaming. Then he saw his two brothers and his sister flying around him.

He saw a vast green sea beneath him, and he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were **beckoning** to him, calling shrilly. He dropped his legs to stand on the green sea.

His feet sank into the sea, and then his belly touched it and he sank no further. He was floating on it. And around him his family was screaming, praising him.

He had made his first flight.

Word Nest :

ledge	–	a flat rock surface sticking out from a cliff
brink	–	edge
herring	–	a kind of sea fish
preening	–	smoothening feathers
hump	–	a raised portion of land
soaring	–	rising upward while flying
beckoning	–	calling by using signals

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) At night the seagull slept in a little

(a) nest ☐

(b) hole ☐

(c) turret ☐

(d) burrow ☐

(2) The ledge faced the

(a) north ☐

(b) south ☐

(c) east ☐

(d) west ☐

(3) The colour of the seagull's body was

(a) red ☐

(b) black ☐

(c) blue ☐

(d) grey ☐

(4) The two brothers and sisters of the seagull were lying on the

(a) plain ☐
(b) plateau ☐
(c) valley ☐
(d) hill ☐

(5) The mother seagull had picked up a piece of

(a) meat ☐
(b) insect ☐
(c) fish ☐
(d) straw ☐

Exercise 2

Answer the following questions within fifteen words:

(a) What was the first catch of the seagull's older brother?

(b) Why did the seagull feel the heat?

(c) Why did the seagull dive at the fish?

(d) What happened when the seagull soared upwards?

Exercise 3

Answer the following questions within twenty-five words:

(a) Why was the seagull afraid when he ran forward to the brink of the ledge?

(b) What were the seagull's two brothers and sister doing on the plateau?

(c) What happened after the seagull's feet sank into the sea?

Grammar in use:

Read the following sets of sentences:

Set 1

(a) He uttered a joyful scream. (adjective)

(b) He screamed with joy. (noun)

(c) He screamed joyfully. (adverb)

Set 2

(a) He pretended to be falling asleep. (verb)

(b) He made a pretension of falling asleep. (noun)

(c) He made a pretentious posture of falling asleep. (adjective)

In Set 1, the adjective 'joyful' is changed to its noun form 'joy' and to its adverb form 'joyfully'.

In Set 2, the verb 'pretend' has been transformed to its noun form 'pretension' and to its adjective form 'pretentious'.

We can transform a sentence by interchanging parts of speech without changing its meaning.

Exercise 4

Change the parts of speech of the given words in the chart :

Noun	Verb	Adjective	Adverb
beauty			
			dangerously
	care		
			strongly

Exercise 5

Rewrite the sentences changing the form of the underlined words as directed:

(1) He is known for his honesty. (change into adjective form)

(2) She spoke with kindness. (change into adverb form)

(3) The sun shone brightly. (change into noun form)

(4) She gave a wise judgment. (change into verb form)

Composition:

Exercise 6

Write a paragraph within 100 words on the water cycle, using the following flow-chart :

water evaporates from water bodies—rises as vapour—gets heavier—condenses, forms clouds—falls to earth as rain

Exercise 7

Write a summary of the following passage within 100 words :

Communication is part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals too, communicate. Just like us, interaction among animals can be both verbal and non-verbal. Singing is one way in which birds can interact with one another. Male blackbirds often use their melodious songs to catch the attention of other blackbirds. These songs are usually rich in notes, encoding various kinds of messages. Songs are also used to keep off other birds from their territory, usually a place where they dwell. Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises whistle and click. These sounds are surprisingly received by other mates as far as several hundred kilometers away. Besides singing, body language also forms a large part of animals' communication mode. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally surrender to the powerful parties by crouching their head low and curling their lips a little, revealing their teeth in friendly smile. Insects such as wasps armed with poisonous bites or stings usually have brightly painted bodies to remind other predators of their power.

(206 words)

Lesson 9

The North Ship

—Philip Larkin

The poet and the text :

Philip Arthur Larkin (1922 –1985) *was a renowned English poet and novelist. His first book of poetry was* The North Ship*, followed by two novels,* Jill *and* A Girl in Winter. *He came to prominence in 1955 with the publication of his second collection of poems,* The Less Deceived*, followed by* The Whitsun Weddings *and* High Windows. *He was offered the position of* Poet Laureate *in 1984 but he declined it.*

This poem describes the journey of three ships that head to different destinations. While two ships return, one presses forward and faces perils to continue its long onward journey, almost like a symbol of aspiration that overcomes all obstacles.

I saw three ships go sailing by,

Over the sea, the lifting sea,

And the wind rose in the morning sky,

And one was **rigged** for a long journey.

The first ship turned towards the west,

Over the sea, the running sea,

And by the wind was all possessed

And carried to a rich country.

The second turned towards the east,

Over the sea, the **quaking** sea,

And the wind hunted it like a beast

To anchor in **captivity**.

Ashok Bhowmik '14

The third ship drove toward the north,
Over the sea, the darkening sea,
But no breath of wind came forth,
And the decks shone frostily.
The northern sky rose high and black
Over the proud unfruitful sea,
East and west the ships came back
Happily or unhappily.
But the third went wide and far
Into an unforgiving sea
Under a fire-spilling star,
And it was rigged for a long journey.

Word Nest :

rigged – a boat or a ship equipped for a long journey
quaking – stirring
captivity – imprisonment

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The number of ships sailing by were

(a) three ☐
(b) two ☐
(c) five ☐
(d) four ☐

(2) The wind carried the first ship to a

(a) big country

(b) small country

(c) rich country

(d) distant country

(3) The second ship turned towards the

(a) west

(b) north

(c) south

(d) east

(4) The decks of the third ship shone

(a) brightly

(b) frostily

(c) clearly

(d) dimly

(5) The northern sky rose over the

(a) unfruitful sea

(b) kind sea

(c) stormy sea

(d) calm sea

(6) The third ship was rigged for a

(a) long journey

(b) short journey

(c) slow journey

(d) quick journey

Exercise 2

Answer the following questions within twenty-five words:

(a) What did the wind do to the second ship?

(b) Give any two points of difference between the journey of the third ship and the other two ships.

Grammar in use:

Exercise 3

Replace the underlined words with suitable phrasal verbs given in the list below. Change the form if necessary. There are two extra phrasal verbs:

(a) The child resembles his grandfather.

(b) They published a magazine recently.

(c) My mother taught me not to disrespect anyone.

(d) We should abolish bad habits.

(e) A new university was built at Coochbehar.

Phrasal verbs: bring out, set up, put up, run after, give up, look down upon, take after

Exercise 4

Do as directed:

(a) The man was so weak that he could not walk. (rewrite using 'too')

(b) Titir is one of the most intelligent girls in the class. (rewrite using the positive degree of the underlined adjective)

(c) As soon as he reached home, it started raining heavily. (change into a negative sentence)

(d) Why cry over spilt milk? (change into an assertive sentence)

(e) Blood is thicker than water. (change into an interrogative sentence)

(f) He told a lie intentionally. (rewrite using the noun form of 'intentionally')

(g) Run fast or you will be late. (change into a complex sentence)

(h) The reporter made the news public. (rewrite using the verb form of 'public')

Composition:

Exercise 5

Write a newspaper report within 100 words on the effect of a devastating flood in your district based on the following hints:

Midnapore district—month of July — heavy rainfall — rivers overflowing– trees uprooted, many villages flooded-- loss of human and animal life—rescue operations—steps taken by the government

Exercise 6

Imagine that you and your friend are sailors of two ships that have recently returned from their voyages. Write a dialogue within 100 words on the different experiences of your voyages.

Lesson 10

The Price of Bananas

—Mulk Raj Anand

The author and the text :

Mulk Raj Anand (1905 –2004) *was a prolific writer who earned great admiration for his short stories and novels like* 'Coolie', 'Untouchable', 'The Village', *etc. where he depicted the lives of the poorer castes in traditional Indian society.*

This text, an abridged version of his story of the same name, presents an apparently funny situation where a businessman has his beloved cap seized by a monkey, and finally gets it back by offering the offending monkey a bunch of bananas. Though the tone of the story is lighthearted, the author notes with sad concern the unkind and unjust behavior of the businessman towards the poor fruit-vendor who had helped him to get back his cap.

I was on my way from Faizabad railway station to Lucknow. I had arrived at the station half an hour in advance of the time for the train's departure. I sat on a bench watching the monkeys **frolicking** on the trees and on the open platform. The monkeys descended now and then to collect half-sucked mango stones and the remainders of food from the platform. The younger monkeys sat on the boughs of *neem* and tamarind trees, ready to jump after any food that may be visible.

Just then the train was announced by the ringing of the station bell. I concentrated on securing a seat for myself in the train. I got a window seat overlooking the platform. Some other passengers joined me in the compartment. We were all sweating from the rising heat of the summer. Several passengers were busy filling up their small earthen pitchers from a water pump. I was struck by the genius of a monkey in snatching away the loin cloth of a pious person who was taking a bath under the pump. A great deal of general amusement was caused by this incident. The bather then requested the monkey to return his loin cloth. The monkey was generous and threw it down from the *neem* tree at the man's feet.

While all this was going on, I noticed a gentleman come up to our compartment. He looked like a businessman. He was dressed in a white muslin dhoti, a delicate tunic and an embroidered cap on his head. A porter was carrying his luggage which included a big steel trunk, several small baskets and a brass jug. The man was shouting at the porter to hurry up with the luggage. Suddenly a monkey leapt down from the top of our compartment and snatched away the fine embroidered cap of the businessman. The monkey then climbed up the *neem* tree. "What have you done, monkey!" The businessman shouted, in utter confusion. His round and smug face was covered with **perspiration**. He ran towards the tree over the pump and stood threatening the monkey. However, the more he shouted at the monkey, the remoter the monkey became. It was the same monkey that had snatched the bather's loin cloth.

The people on the platform were much amused by the plight of the businessman. He looked with a piteous and hopeless expression on his face. Meanwhile, a fruit hawker had come forward, pushing his little cart. He told the *Sethji* that he would rescue the cap. The businessman seemed slightly relieved. The vendor went ahead, dangling a couple of bananas at the monkey with his right hand. He stretched out his left hand for the cap. The monkey seemed to hesitate.

"*Ao, ao*, come down," the vendor **coaxed** the monkey. He lifted the bananas higher up. The monkey responded by climbing down cautiously to a branch near the vendor.

The whole platform became silent and waited, with bated breath, for the impossible to happen. The vendor cooed in a soft voice*, Ao, ao,* to the monkey. The monkey, looking this side and that, accepted the bargain. It took over the bananas with his right hand and released the embroidered cap, slightly **crumpled**, with its left hand.

The spectators shouted in praise. The fruit vendor came and humbly offered the *Sethji* his cap. "They are hungry," he said, "so they disturb the passengers." "*Acha*," said the *Sethji*, and turned to go into the compartment. The vendor said, "*Sethji*, please give me two *annas* for the bananas which I had to offer to the monkey."

"Two **annas**! What **impudence**!" *Sethji* shouted each word in disgust at the **grimy** fruit vendor. "Please give him the money, *Sethj*i," the rest of the compartment

said. “Acha, here are four *annas* for you, porter, and an anna for you, fruit vendor!” *Sethji* said.

“But I carried two big pieces of luggage,” the porter wailed.

“Go! Go! **Crook**!” *Sethji* thundered at the protesting porter. The porter left. The fruit vendor persisted, “*Sethji*, be just, I saved your honourable cap…” The

businessman threw an *anna* towards him on the platform.

The guard's whistle blew. The train was about to depart. The vendor looked in through the compartment window.

"*Sethji*, do not rob the poor!"

"*Ja, ja*! Take rest," the *Sethji* **scowled** at him.

The train had begun to move. The fruit vendor first ran along with it, then got on to the footstep and clung to the window, pleading. But *Sethji* had turned his head away. He was looking out of the window at the goods train on the other side. The train had passed the whole length of the platform and the frustrated vendor finally dropped off.

Sethji turned round to all of us and began to justify himself, "If he did not want to help me to get my cap back, he should not have offered the monkey the bananas. I did not ask him to help.."

I felt that all the other passengers had sympathy for the poor vendor. The whole amusing episode had ended in a bitter sense of grievance against the rich businessman who had been so hard to the generous-hearted fruit vendor.

I drew a cartoon of *Sethji* and showed my drawing to all the other passengers except him. Everyone laughed. The more we laughed, *Sethji* became the more uncomfortable.

Word Nest :

frolicking	–	playing around in a lively, happy way
perspiration	–	sweat
coaxed	–	persuaded somebody earnestly
crumpled	–	crushed
anna	–	an old form of Indian currency (16 annas used to make a rupee)
impudence	–	rudeness
grimy	–	covered with dirt
crook	–	a dishonest person
scowled	–	looked at somebody angrily

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The author was on his way from Faizabad railway station to

- (a) Delhi
- (b) Kolkata
- (c) Lucknow
- (d) Ahmedabad

(2) From the water pump the passengers were filling up their

- (a) water bottles
- (b) earthen pitchers
- (c) brass jugs
- (d) steel buckets

(3) The gentleman who came up to the author's compartment looked like a

- (a) businessman
- (b) doctor
- (c) teacher
- (d) postman

(4) The price the vendor asked for the bananas was

- (a) two annas
- (b) four annas
- (c) six annas
- (d) eight annas

(5) The author drew the cartoon of

- (a) fruit vendor
- (b) monkey
- (c) porter
- (d) *Sethji*

Exercise 2

Answer the following questions within fifteen words:

(1) Where did the young monkeys sit?

(2) What did the monkey do to the loin cloth of the pious person?

(3) What did *Sethji*'s luggage include?

(4) Why, according to the fruit vendor, were the monkeys disturbing the passengers?

Exercise 3

Answer the following question within twenty-five words:

(1) What was the businessman wearing?

(2) What did the monkey do after accepting the fruit vendor's bargain?

(3) How did the whole amusing episode end?

Grammar in use:

Exercise 4

Fill in the blanks with appropriate articles and prepositions:

(a) ____________ sun rises in the east.

(b) The dog jumped ____________ the log.

(c) I love to watch____________ one-day match.

(d) ______________ a pen, Tiya also has an eraser.

Exercise 5

Change the voice of the following sentences:

(a) Mr. Khan is known to me.

(b) Trina had composed a poem.

(c) I will always remember you.

(d) They have made him the President of the club.

Exercise 6

Fill in the blanks with appropriate form of the given verbs in brackets:

(a) They__________ __________ their puja vacation in the hills.(spend)

(b) We ____________ ____________ in this city for over ten years. (live)

(c) I __________ just ____________ reading the book. (finish)

(d) The project________ ________ ________ by June next year. (complete)

Exercise 7

Change the mode of narration in the following sentences:

(a) Rahul said," Alas! Brazil has lost the match."

(b) "Let us go for a walk," said Shabnam to Chandni.

(c) "Good morning, madam," said the students to the teacher.

(d) My father said to me, "Do not pluck flowers."

Composition:

Exercise 8

Write a story in about 100 words using the given hints. Give a suitable title to the story:

Hints: two cats find a piece of bread—fight over it—monkey arrives—decides to settle the dispute—monkey breaks the bread into two—uneven size—eats a portion from the larger share—dispute continues—monkey eats both pieces of bread

Exercise 9

Using the following points write a paragraph in about 100 words on how your locality looks like at dawn:

your place of stay—early morning sky—description of the nature around—sounds that are heard—reasons for enjoyment—conclusion

Lesson 11

A Shipwrecked Sailor

—Daniel Defoe

The author and the text :

Daniel Defoe (1660 –1731) *was an English writer and journalist. He is most famous for his novel Robinson Crusoe. A prolific and versatile writer, Defoe is also known for pamphlets and journals on various topics.*

The following text is adapted from a section of Daniel Defoe's famous novel 'Robinson Crusoe', and tells us how Crusoe, after being shipwrecked, found himself on a dismal island. Is also gives us an inspiring account of how he makes the island habitable with his hard work.

On September 30, 1659, I, miserable Robinson Crusoe, being shipwrecked during a violent storm, came on shore on this **dismal** island. I call it the Island of Despair. I was almost dead and the rest of my ship's company was drowned. I had neither food, house nor clothes. I feared I would be **devoured** by wild beasts. When night came, I slept in a tree for fear of wild creatures. It rained all night.

The rain continued through the next day with gusts of wind. Only a wreck of my ship was to be seen at low water. I swam to the wreck to rescue and secure for my survival some food and other provisions. I was able to collect some wood, cable, string, a knife, nails and a gun. I also collected a **hammock** and some canvas with which I made a tent. I got some ink and paper. I also found some money, but they were useless to me in this barren island. I was some hundred leagues out of the ordinary course of the trade of mankind. I was convinced I had to spend the rest of my life alone in this wild, desolate island.

I searched long for a place of safe habitation. I found a little plain on the side of a rising hill. On the rocky wall of the hill there was a hollow place worn in, like the entrance to a cave. On the flat of the green, just before this hollow, I resolved to pitch my tent.

I cut the wood I collected, into stakes. I drove them into the ground in a semi-circle around my tent. The stakes stood six inches apart from each other. I put the cables I had rescued from the ship around the stakes in the manner of a fence. I used a short ladder to go over the fence. Once in, I withdrew the ladder after me so that I was completely **fortified** against the world outside. Into this tent I brought all my stores and provisions.

After I had been on the island for ten or twelve days, it occurred to me that I would lose the measure of time. This was because I had neither watch nor calendar. To prevent this, I cut with my knife upon a large post the date of my landing; I put a **notch** with my knife for everyday.

After a long spell of rain, I saw some fair weather around 7th November. I spent the next couple of days making small wood boxes to keep my provisions dry from the rain.

Among the things I rescued from the ship there was a small bag of corns meant for poultry feed. Most of it had been devoured by rats. I saw nothing but husks and dusts in the bag. I emptied the contents outside my wall. This was a little time before the great rains. A month later I discovered green stalks shooting out of the ground. I was astonished to discover it was perfect green barley. By the June of 1660, I had gained security of food and shelter.

In this same month I developed a high fever and lay weak and thirsty. I recovered around 30th and gradually felt stronger than the day before.

On 15th of July I took a more particular survey of the island. Around two miles up, I found a brook with pleasant meadows by its bank, plain, smooth and covered by grass. In a woody part I found melons in great abundance, and grape trees. The grapes were ripe and rich. Further into the land I found a great number of cocoa, orange and lemon trees. I carried great parcels of fruit homeward and the journey took me three days.

I was tempted to transfer my habitation to this valley of fruits. I did not, because I still hoped to be rescued by some passing ship on the sea. I did not want to enclose myself in hill and woods. I stayed in view of the sea. Ten months had passed since I had set foot on this island.

Previously I had no lamp after dark. I collected a little **tallow** and a small clay dish. To this I added a wick. I had thus made myself a lamp.

I now began to seriously consider the circumstance I was reduced to. I decided to describe my state of affairs in writing. I began to keep a journal of everyday's employment. I could not include all particulars because gradually I ran out ink.

I found, by the notches I cast on the post, it was September 30th again. I had spent three hundred and sixty five days on this island.

Word Nest :

dismal – desolate

devoured – ate all of something quickly

hammock – a kind of hanging bed generally made of net

fortified – secured

notch – mark

tallow – animal fat used to make candles

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) Robinson Crusoe was shipwrecked in

(a) 1659 ☐

(b) 1559 ☐

(c) 1359 ☐

(d) 1959 ☐

(2) Robinson Crusoe used canvas to make a

(a) bed ☐

(b) sail ☐

(c) tent ☐

(d) curtain ☐

(3) The distance between the stakes Robinson Crusoe drove into the ground was

(a) five inches ☐

(b) seven inches ☐

(c) four inches ☐

(d) six inches ☐

(4) Crusoe saw some fair weather in the month of

   (a) December ☐

   (b) November ☐

   (c) September ☐

   (d) October ☐

(5) The journey homeward with the fruit parcel took Crusoe

   (a) five days ☐

   (b) ten days ☐

   (c) three days ☐

   (d) four days ☐

Exercise 2

Answer the following questions within fifteen words:

(1) What name did Crusoe give to the dismal island?

(2) Where did he pitch the tent?

(3) How did Crusoe go over the fence?

(4) Why did he keep a journal?

Exercise 3

Answer the following questions within twenty five words:

(1) What were the items Robinson Crusoe collected from the wrecked ship?

(2) How did Crusoe keep track of the number of days he spent on the island?

(3) In what way did Crusoe make himself a lamp?

Grammar in use :

Exercise 4

Underline the adverbs and state their kinds:

(a) It is too hot today.

(b) The girl seldom visits my house.

(c) He searched everywhere for the book.

(d) The boy runs fast.

Exercise 5

Underline the clauses in the following sentences and state what kind of clauses they are:

(a) She asked me what my name was.

(b) He is a friend who has always helped me.

(c) Please enter the room when you are asked to.

(d) That he will win is known to us.

Exercise 6

Identify the following sentences as simple , complex and compound:

(a) They predicted that it would rain.

(b) The weather being fine, the children went out to play.

(c) Ravi woke up early but he could not reach school on time.

(d) Finishing his work, my father returned home.

Exercise 7

Do as directed:

(a) Tatar hoped to do well in the examination.(change into a complex sentence)

(b) The Headmistress arrived and the meeting began.(change into a complex sentence)

(c) Ayesha was surprised when she heard the news.(change into a simple sentence)

(d) You must work hard to be successful in life.(change into a compound sentence).

Composition:

Exercise 8

You had been ill for three days. Write a letter to the Headmaster/Headmistress of your school seeking leave of absence for those days.

Exercise 9

You want to visit a tourist spot during the Puja vacation. Write a letter within 100 words to the manager of a hotel enquiring about the availability of rooms, cost involved and sites to be seen.

Lesson 12

Hunting Snake

—Judith Wright

The poet and the text :

Judith Arundell Wright *(1915–2000) was an Australian poet and environmentalist. Among several collections of her poetry, the most notable are* The Moving Image, Woman to Man, The Gateway *and many more.*

The following poem describes the poet's experience of watching a black snake as it makes its way across an area of grassland. The poet looks on, fascinated, as the snake hunts for food and finally disappears.

Sun-warmed in the late season's grace
under the autumn's gentlest sky
we walked and froze half-through a pace.
The great black snake went **reeling** by.

Head down, tongue **flickering** on the **trail**
He **quested** through the parting grass.
Sun glazed his curves of diamond scale
And we lost breath to see him pass.

What track he followed, what small food
Fled living from his fierce **intent**,
we scarcely thought; still as we stood
our eyes went with him as he went.

Cold, dark and splendid he was gone
Into the grass that hid his prey.
We took a deeper breath of day,
Looked at each other, and went on.

Word Nest :

reeling	–	moving in curves
flickering	–	sudden forward and backward movement
trail	–	path
quested	–	searched
intent	–	aim

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

(1) The poet was sun-warmed under the gentlest sky of

- (a) summer ☐
- (b) winter ☐
- (c) autumn ☐
- (d) spring ☐

(2) The colour of the snake was

- (a) black ☐
- (b) grey ☐
- (c) green ☐
- (d) yellow ☐

(3) The tongue of the snake was

- (a) still ☐
- (b) flickering ☐
- (c) dangling ☐
- (d) hanging ☐

(4) The shape of the snake's scale was like

(a) star ☐

(b) kite ☐

(c) diamond ☐

(d) pyramid ☐

(5) According to the poet, the intent of the snake was

(a) malicious ☐

(b) greedy ☐

(c) timid ☐

(d) fierce ☐

(6) The snake finally disappeared into the

(a) sand ☐

(b) grass ☐

(c) rock ☐

(d) stream ☐

Exercise 2

Answer the following questions within twenty-five words:

(i) How did the snake appear as it was moving through the grass?

(ii) What did the poet and her companions do when the snake was gone?

Grammar in use :

Exercise 3

Rewrite the following sentences as directed:

(a) How happy we are here! (change into an assertive sentence)

(b) Everybody knows the name of Tagore. (change into an interrogative sentence)

(c) The painting is very beautiful. (change into an exclamatory sentence)

(d) Can we ever forget our childhood days? (change into an assertive sentence)

Exercise 4

Rewrite the following sentences as directed:

(a) We are proud of our heritage. (use the noun form of 'proud')

(b) We should have sympathy for the poor. (use the adjective form of 'sympathy')

(c) His success was due to his labour. (use the verb form of 'labour')

(d) The song of the nightingale is very sweet. (use the adverb form of 'sweet')

Composition:

Exercise 5

Write a newspaper report within 100 words on a boat capsize . Use the following hints:

place—date—number of people in the boat—cause—casualties—rescue operations—steps taken by the Government.

Exercise 6

Write a summary of the following passage within 100 words:

Where and how should children learn values? We know that they need to learn them because values form the beliefs and attitudes that will determine how they live their lives and function in society. To function effectively in society, children need to be taught how to be honest, kind, courteous and considerate. Any society that does not teach children these values would soon fall apart. Similarly, one would expect a nation to be made up of citizens who know how to respect other people and their property. These citizens should also understand the value of humility and self-control. They should appreciate courage and be willing to care of those weaker than themselves. Any nation whose citizens do not practice these values would soon become a nation not worth living in. Teaching these values to children cannot be delayed. This is because, unlike young animals, whose instincts are often highly developed at birth, human babies are totally dependent. Human beings have emotional needs, desires, thoughts and feelings which determine action. This is precisely why they must learn values, not just survival skills as do animals. These values will help control the natural responses that result from satisfying purely selfish needs and desires.

(202 words)

READING COMPREHENSION -1

Read the following passage and answer the questions given below:

Lucknow, May 26: At least 22 passengers were killed when a speeding express crashed into a waiting goods train from behind near Gorakhpur today, with preliminary accounts suggesting signalling error as the cause. The Hisar-Gorakhpur Express was running at 80 kmph when it rammed into the goods train barely 45km from its destination, causing the engine and six coaches next to it to derail.

The two drivers of the superfast train were among the dead in the accident that occurred around 10.35am when the train was passing Chaurib station in Uttar Pradesh. The station master of Chaurib, responsible for the signalling lapse, is absconding as is the driver of the stationary goods train.

“My condolences to families of those who lost their lives in the Gorakhdham Express tragedy. Prayers with the injured,” the Prime Minister tweeted. At the accident site, officials said the casualties could go up as many of the 100 injured passengers are in critical condition. Most of those who died were in the three unreserved coaches—including one reduced to a mass of mangled metal, the official said.

Bharat Lal, the Sant Kabirnagar District Magistrate who was at the spot and oversaw rescue operations, said at least 20 passengers had died. Most of the injured have been admitted to hospitals in Gorakhpur and Basti, over 30 km away.

Some of the passengers alleged delay in rescue and relief. Railway Board Chairman Arunendra Kumar denied the allegations. The Railways announced a compensation of Rs 1 lakh for the families of the dead.

(adapted from *The Telegraph*,27 May 2014)

A. Tick the correct answer from the given alternatives:

(i) The accident between a speeding express and a goods train occurred near

(a) Allahabad ☐

(b) Bairelli ☐

(c) Gorakhpur ☐

(d) Kanpur ☐

(ii) The Hisar- Gorakhpur Gorakhdham Express was running at

(a) 80km/hr

(b) 90km/hr

(c) 70km/hr

(d) 100km/hr

(iii) The train accident occurred around

(a) 10.35am

(b) 11.35am

(c) 10.30am

(d) 10.25am

(iv) For the families of the dead, the railway authorities announced a compensation of rupees

(a) 2 lakhs

(b) 3 lakhs

(c) 4 lakhs

(d) 1 lakh.

B. Write 'T' for True and 'F' for False in the given boxes. Provide supporting statements for your answers.

(i) The Express train was nearly 55km away from its destination when the accident took place.

....

....

(ii) The person responsible for the signalling lapse was the station master.

....

....

(iii) Most of the people who died in the train accident were passengers of three reserved coaches. ☐

....

....

C. Answer the following questions:

(i) How did the train accident occur?

(ii) Suggest a suitable title for the report.

(iii) Find words in the passage that mean the following:

(a) primary (b) save (c) declared

Reading Comprehension - 2

Read the following passage and answer the questions given below:

Mr. and Mrs. Johnson were very happy. They lived in a little house near the town. They did not have much money, but they were not poor. They loved each other very much. There was only one thing about which they did not agree. Mr. Johnson liked to buy old books. Whenever he passed a shop which sold old books, he went in and bought some. He came home with one or two more books nearly every day. There were bookshelves on the walls of all the rooms in their little house. Now the shelves were full. There were books on the floor and on the tables and on the chairs. For a long time Mrs. Johnson said nothing. She loved her husband, and she knew he liked to buy these old books. But one day she was tired of dusting them, so she said, 'Why don't you sell some of these books? You will never read them all.' 'No, I don't want to sell them,' her husband said. 'I like to see them on the shelves. The books look beautiful when the firelight shines on the old leather.' Mrs. Johnson did not say any more. But everyday there were more and more

books, until one day she became very angry. ‘Don’t bring another book into this house,’ she cried, ‘or I shall go away and leave you.’

Mr. Johnson was very sorry about this, so for three or four days he walked quickly past every shop selling old books and did not look inside. Then one day he was walking down High Street, past the best bookshop in town, when it started to rain. He hadn’t an umbrella, so he went into the shop to get out of the rain and there on the counter was a small, brown, leather book with gold letters on the cover. It was just the kind of books he liked best. He picked it up and read the name, ‘The River Amazon’.

‘How much?’ he asked the shopkeeper.

‘Five shillings.’

So Mr. Johnson bought it, and as soon the rain stopped he returned home, forgetting about his wife’s threat. When Mrs. Johnson saw another book coming into the house she was very angry.

‘I told you I won’t have another book in the house,’ she said. She took the leather book from his hand and threw it out of the window. Mr. Johnson looked out into the garden and saw the beautiful book lying on the wet grass.

A. Tick the correct answer from the given alternatives:

(i) Mr. and Mrs. Johnson lived in a little house near the

(a) village ☐

(b) town ☐

(c) valley ☐

(d) hills ☐

(ii) Mr. Johnson liked to buy old

(a) furniture ☐

(b) watches ☐

(c) stamps ☐

(d) books ☐

(iii) The price of the book 'The River Amazon' was

(a) five shillings ☐

(b) two shillings ☐

(c) six shillings ☐

(d) eight shillings ☐

(iv) Mr. Johnson saw the beautiful book lying on the wet

(a) pavement ☐

(b) lawn ☐

(c) grass ☐

(d) floor ☐

B. Complete the following sentences with information from the text:

i) Whenever Mr. Johnson passed a shop which sold books, he..........................

....

....

ii) Old books look beautiful when...

....

....

iii) On the counter of the best book shop there was a small...............................

....

....

iv) Mrs. Johnson took the leather book from her husband's hand and...............

....

....

C. Fill in the chart with information from the text:

cause	effect
The bookshelves in Mr. Johnson's house were full.	
	Mrs. Johnson wanted some books to be sold.
Mr. Johnson did not have an umbrella when it started raining.	

D. Fill in the blanks with suitable words from the passage:

(i) The majority of the members did not_________ to the proposal in the meeting.

(ii) The moon_______ brightly in the cloudless sky.

(iii) Pollution is a ___________ to human civilization.

Reading Comprehension - 3

Read the following passage and answer the questions given below:

Swami Vivekananda, the great soul loved and revered in East and West was born on Monday, January 12, 1863. It was the day when special worship is offered to the Ganga by millions of devotees. His mother, Bhuvaneswari Devi, named him Vireswara. The family, however, gave him the name of Narendranath Datta, calling him, for short, Narendra, or more endearingly, Naren. The Datta family of Calcutta, into which Narendranath had been born, was well known for its affluence, philanthropy, scholarship, and independent spirit. The grandfather, Durgacharan, after the birth of his first son, had renounced the world in search of God. The father, Viswanath, an attorney-at-law of the High Court of Calcutta, was versed in English and Persian literature and often entertained himself and his friends by reciting from the Bible and the poetry of Hafiz, both of which, he believed, contained

truths unmatched by human thinking elsewhere. He derived a large income from his law practice and, unlike his father, thoroughly enjoyed the worldly life. An expert in cookery, he prepared rare dishes and liked to share them with his friends. Travel was another of his hobbies.

Narendra grew up to be a sweet, sunny-tempered, but very restless boy. Two nurses were necessary to keep his exuberant energy under control, and he was a great tease to his sisters. Naren felt a child's love for birds and animals, and this characteristic reappeared during the last days of his life. Among his boyhood pets were a family cow, a monkey, a goat, a peacock, and several pigeons and guinea-pigs. The coachman of the family, with his turban, whip, and bright-coloured livery, was his boyhood ideal of a magnificent person, and he often expressed the ambition to be like him when he grew up.

(adapted from *Swami Vivekananda-A Biography* by Swami Nikhilananda)

A. Fill in the chart with information from the passage:

(i) Date of Birth of Swami Vivekananda:

(ii) His mother's name:

(iii) The name given to him by his mother:

(iv) His father's profession:

(v) Naren's boyhood pets were:

(vi) His hobbies:

B. Write 'T' for true and 'F' for false in the given boxes. Provide supporting statements for your answer.

(i) Narendranath Dutta was born in an affluent family. ☐

....

....

(ii) Naren's father renounced worldly life. ☐

....

....

(iii) The boyhood ideal of Narendranath was the gardener of the house. ☐

....

....

C. Answer the following questions:

(i) What was the Datta family well-known for?

(ii) Why were two nurses necessary to look after little Naren?

D. Find words in the passage that mean the following:

(i) respected

(ii) practice of helping the poor and needy

(iii) uniform

Teachers' Guidelines

In the present era of globalization and Communication Technology, English has a special and predominant role. In India, English is commonly used alongside the mother tongue as a medium of communication. In fact, National Curriculum Framework (NCF) 2005 has even observed that at the initial stages of learning, English may be one of the languages through which the child's awareness of the world is developed. At later stages, in many cases, English is the language through which learning is carried on. In this respect, the new curriculum for English has been developed on the basis of the observations and recommendations of NCF 2005 which points out that the aim of teaching English in India is to create a multilingual community which can "enrich all our languages. This has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown." The curriculum of English as Second language (ESL) of WBBSE therefore aims to instill in the learners both Basic Interpersonal Communicative Skills (BICS) as well as Cognitively Advanced Language Proficiency (CALP). The new English textbook for class IX, *Bliss*, has been designed and written to meet the aims and objectives of the English curriculum. The book will facilitate the learners not only in the acquisition of basic skills of English language that will enable them to communicate with others in a multilingual country like India, but will also help them to use language as an instrument for expressing "abstract thought and the acquisition of academic knowledge" as suggested by NCF 2005. The new textbook, *Bliss*, emphasizes on appreciation of literature, constructive

learning of grammar, active participation of the learners in the manifestation of their linguistic expressions and also development of the skill to use English for special purposes (ESP).

The role of the English teacher has also undergone a major change. The modern teacher is no longer a knowledge-resource; he/she is supposed to facilitate, support and encourage learners to construct their knowledge and develop their language competency. Needless to say, learning is a continuous process, a route of gradual movement towards the target language. The new English textbook for class IX, *Bliss*, thus carries forward the objectives of learning as reflected in the textbooks for Primary (*Butterfly*) and Upper-Primary level (*Blossoms*) which is learner-centric, activity-based, joyful and integrated with the learners' experiences.

The new English textbook includes an assortment of prose and poetry selected from different genres of world literature. The linguistic skills of the learners are developed through the reading of literature. According to NCF 2005 the "use of language to develop imagination is a major aim of later language study". In fact, most linguists and educationists are of the opinion that higher order thinking skills (HOTS) are gradually developed through reading of literature. In the textbook the language skills are developed in a graded manner. It is as follows:

Lesson 1(*Tales of Bhola Grandpa*): Learning objectives:- revision of the skill to use articles and preposition in sentences and ability to transform the mode of narration from direct speech to indirect speech; ability to write stories and dialogue using given points.

Lesson 2 (*All about a dog*): Learning objectives:-recapitulating the skill of using tense properly in sentences; developing competency to transform sentences from active voice to passive voice and vice versa; reinforcing the skill to write a short paragraph, developing competency to write a process using a flow-chart.

Lesson 3 (*Autumn*): Learning objectives:-reinforcing the competencies developed in the previous lessons (lesson 1 and 2) and also in previous classes; ability to change the narration of sentences from direct to indirect speech, developing the skill to write a biography based on given points and ability to write a process using a flow chart.

Lesson 4 (*A day in the zoo*): Learning objectives:-recapitulating the skill to classify adverbs, identifying the various types of clauses, developing the skill to identify the various types of sentences (simple, complex and compound), developing the skill to write a formal letter (letter seeking leave) and reinforcing the skill to write an informal letter

Lesson 5(*All summer in a day*): Learning objectives: - developing the skill to transform sentences from simple to complex and compound and vice versa; developing the skill to write a formal letter (letter of enquiry)

Lesson 6(*Mild the mist upon the hill*): Learning objectives: - reinforcing the competencies (developed in lesson 5 and 6) of identifying and transforming sentences from simple to complex and compound and vice versa; reinforcing the skill of writing a formal letter

Lesson 7 (*Tom loses a tooth*): Learning objectives:- developing the skill to transform sentences of different types (affirmative, negative, interrogative, exclamatory)

without changing their meaning; developing the skill to identify and use phrasal verbs in sentences; developing the skill to write a newspaper report

Lesson 8 (*His first flight*): Learning objectives:-developing the skill to transform one part of speech into another (noun to verb, adjective and adverb); reinforcing the skill to write a process and the summary of a given passage

Lesson 9 (*The north ship*): Learning objectives:-reinforcing the skills developed in Lesson 8 and 9 (transformation of sentences and phrasal verb)

Lesson 10 (*The price of Bananas*): Learning objectives: - reinforcement of the skills of using appropriate articles and prepositions, transformation of sentences from direct to indirect speech and writing a story

Lesson 11 (*A Shipwrecked Sailor*) : Learning objectives:- reinforcing the skill to transform sentences and the ability to write formal letter(letter seeking leave and seeking information)

Lesson 12 (Hunting snake): Learning objectives:-reinforcing the skill to transform sentences of different types (affirmative to negative or interrogative etc), transforming of different parts of speech in sentences, writing a newspaper report and reinforcing the skill to write a summary of a given passage.

Finally, the new textbook also provides adequate scope of practice and evaluation of the learners with regard to their reading comprehension skill and vocabulary.

The Pledge

SAFE DRIVE
SAVE LIFE

পথ সংস্কৃতি জানব
ট্রাফিক নিয়ম মানব
আমি সতর্ক হয়ে চলব
সুস্থভাবে এগিয়ে যাব
পথকে জয় করব
শান্ত জীবন গড়ব
পথ শুধু আমার নয়
এ পথ মোদের সবার
তা সর্বদা মনে রাখব

Traffic Do's and Dont's

1. Refrain from drunken driving.
2. Use & encourage helmet usage.
3. Adhere to prescribed speed limit.
4. Alwsays overtake from the right side.
5. Refrain from mobile phone usage while on road.
6. Use zebra crossing, foot overbridge and subways to cross the roads.